

*The preservice teacher
knows the discipline ...*

Special Reading Education
(Kindergarten - Grade 12)

Introduction

The following competencies are intended to clarify Standard 1.1, "... knows the discipline," in the N-STEP process. The competencies are firmly rooted in the profession's best knowledge and practices. They are drawn from the International Reading Association and National Council of Teachers of English *Standards for the English Language Arts*. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers in order to be licensed to teach.

The beginning special reading teacher will demonstrate a knowledge of and/or competency in the following areas of study:

1. Evolution of Reading Instruction* (CA 1-7; CR B2, C1)	1. Historical perspectives; 2. Past and present leaders in the field; and 3. New directions in the field of reading.
2. Foundations of Language and Literacy* (CA 1-7; IRA 3; CR B2, C1)	1. Stages of language and literacy (i.e., emergent, early, fluent) development; and 2. Reading process (i.e., semantic, syntactic, graphophonemic, pragmatic cueing systems, and metacognition).
3. Theories of Reading Instruction* (CA 1-7; G 1.4; IRA 3, 8; CR B2, C1)	1. Literature based; 2. <i>Whole Language</i> ; 3. Skill based (e.g., phonics, sight word, structural analysis); 4. Technology based (e.g., Accelerated Reading, Write to Read); 5. Basal reading; 6. Linguistic approach; 7. <i>Language Experience Approach</i> ; 8. Individualized learning; 9. <i>Reading Recovery</i> ; and 10. <i>Reader Writer Workshop</i> .
4. Diagnostic Assessment and Intervention Strategies for Reading* (CA 1-7; G 1.4, 2.7, 3.5, 3.7, 4.1, 4.5-6; IRA 3; CR A4, C1)	1. Selection, administration, and interpretation of formal and informal assessment tools; and 2. Strategies for designing instruction based on assessment results.

The Special Reading Education competencies have been developed to correlate with the following documents:

- Missouri's Show-Me Standards abbreviated as:
CA 1,4 = Communication Arts section, statements 1 and 4
- Missouri's minimum requirements for Special Reading Education certification, effective September 1, 1995 abbreviated as:
CR B2, C1 = Certification Requirements section B, statement 2 and section C, statement 1
- *Standards for the English Language Arts: For the Profession, By the Professional, A Guide for Discussion*, A project of International Reading Association and National Council of Teachers of English abbreviated as:
IRA 3, 8 = International Reading Association Standards, statements 3 and 8

Beginning Teacher Discipline-Specific Competencies: Special Reading Education

Revision date: 03/31/99 8:56 AM

The beginning special reading teacher will demonstrate a knowledge of and/or competency in the following areas of study:

5. Strategies For Reading* (CA 1-7; G 1.5, 1.7-9, 2.1-5, 3.1, 3.3-6, 4.1, 4.3, 4.5-6; IRA 4; CR C1)	<ol style="list-style-type: none"> 1. Purpose (e.g., pleasure, content, research); 2. Vocabulary; 3. Comprehension strategies (e.g., levels, prediction/confirmation, reader response, main ideas, summary skills); and 4. Reading rate.
6. Literature* (CA 1-7; G 1.5, 1.6-7, 1.9, 2.1, 2.3, 3.2-3, 3.6, 3.8, 4.1, 4.3-4; IRA 1, 2, 9, 10, 12; CR B2)	<ol style="list-style-type: none"> 1. Authors and illustrators; and 2. Children's and adolescent/young adult literature.
7. Reading in the Content Areas* (CA 1-7; G 1.1-9, 2.1, 2.6-7, 3.1-7, 4.1-3, 4.5-6, 4.8; IRA 1, 2, 4, 7, 10, 12; CR C1)	<ol style="list-style-type: none"> 1. Study skills and strategies; and 2. Instructional enhancement materials (e.g., related literature, primary source documents, artifacts, real-life documents)
8. Reading Writing Connection* (CA 1-7; G 1.1-10, 2.1-5, 3.1-7, 4.1-8; IRA 1, 2, 4-12)	<ol style="list-style-type: none"> 1. Considerations (i.e., audience, purpose, publication/presentation, research); and 2. Writing process.
9. Delivery of Reading Instruction* (CA 1-7; G 4.1, 4.5; CR B3, C1)	<ol style="list-style-type: none"> 1. Grouping (e.g., cross-grade, flexible groupings, individual); 2. Tutoring (e.g., peer, intergeneration, cross-age); 3. Volunteers and paraprofessionals; 4. Collaborative teaching (e.g., team teaching, push-in, class within class); and 5. Funded programs (entitlements and grants).

* It is intended that current, research-based practices provide the basis for all instruction.